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ABSTRACT

Designed for eleventh grade students, this guide incorporates the four disciplines of art, music, literature, and history. The objectives are for students to apply knowledge gained from the study of past problems toward the problems of contemporary society; to develop an understanding of cultural and societal patterns; to trace personal values of today from traditional values; to appreciate the interrelatedness of the liberal arts; and to appreciate those products of man which exhalt his spirit and give dignity to his life. Teacher developed materials emphasizing the ideas, attitudes, actions, and accomplishments of the American focus upon a thematic approach. An outline of the general objectives for each of the six units of work planned for the year as well as some of the activities, materials, and resources are given. 1) "Renaissance Man" sets the background for the course; 2) "Puritan Man" shows the Puritan influence on society; 3) "The New American" focuses on the Revolutionary period; 4) "Frontier Man" emphasizes the period from 1830 to the end of the 19th century and introduces the Turner thesis; 5) "Disillusioned Man" discusses idealism and disillusionment in the period from 1900 to 1939; and 6) "Contemporary Man" encourages students to consider current major problems and to apply humanitarian principles to them. (SJM)

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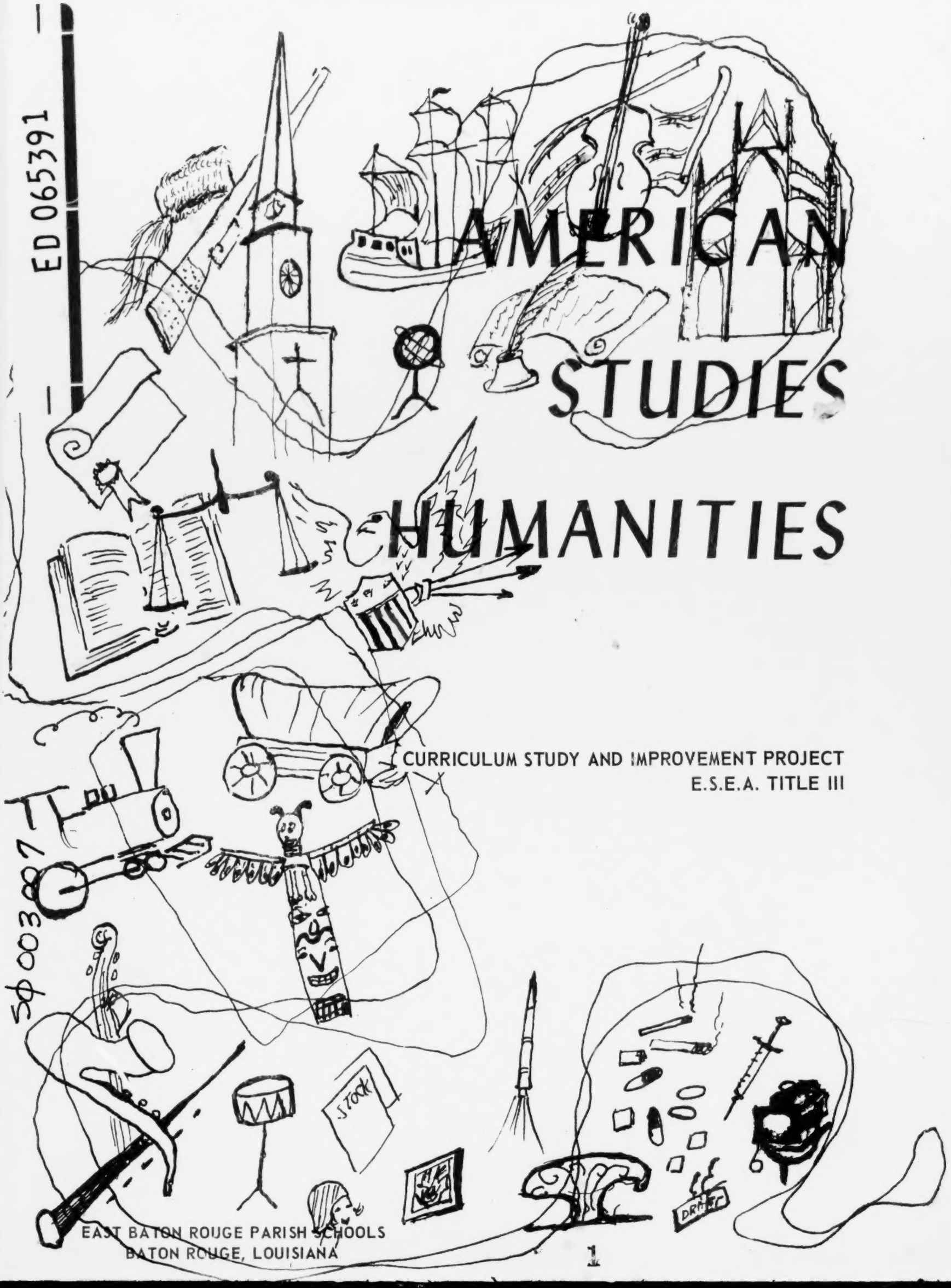

AMERICAN STUDIES

HUMANITIES

CURRICULUM STUDY AND IMPROVEMENT PROJECT
E.S.E.A. TITLE III

SP 003 087

EAST BATON ROUGE PARISH SCHOOLS
BATON ROUGE, LOUISIANA

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AMERICAN STUDIES HUMANITIES

CURRICULUM STUDY AND IMPROVEMENT PROJECT

E.S.E.A. TITLE III

East Baton Rouge Parish Schools
Baton Rouge, Louisiana

June 1971

PREFACE

The proposal for this program in the humanities provides for an interdisciplinary approach to the teaching of American history, art, music, and language arts. It is designed for implementation at the eleventh grade level where students in the schools of East Baton Rouge Parish are required to study American history and American literature. Even though the initial project involved only sixty students, the nature of the program is such that it can provide a rewarding experience for all students who must take American history and American literature during the same year. The use of a two-hour block of time during which the student is scheduled for American history and English III enables the team of teachers to provide also for students to become actively involved in both music and art experiences -- experiences that they may not have otherwise.

The rationale of the American Studies program is a product of a number of beliefs about education to which teachers and instructional staff in the schools of East Baton Rouge Parish are committed. Believing that the school curricula of a given society should reflect the culture patterns deemed most valuable by that society, the American Studies teaching team have endeavored to show the uniqueness of American culture concepts and at the same time to provide some sense of historical perspective for the students. In addition, throughout the course, students have opportunities to analogize past philosophies and

events with contemporary thought and happenings.

A two-hour humanities-oriented block of time devoted to understanding the relationship between art, music, and literature and the history of the American people should result in an increased interest in and awareness of the contemporary cultural arts by our young people. It is the feeling of the humanities teaching team that students should <u>experience</u> the arts of any given period of history. By analyzing and explicating a painting or a musical composition, students should sense the mood of the period during which the artist and the musician worked. The artist perhaps occupies a unique position in that his work, as that of no other, reflects the feelings, the mood, the prevalent philosophy of a period of history. The American Studies humanities curriculum provides opportunities for students to examine the contributions of major writers, composers, sculptors, and historians in the context of America's historical development.

Whereas the typical high school curriculum establishes American history, American literature (English III), art, and music as separate disciplines, the American Studies program is planned to show the interdependence and interrelatedness of these four subjects. Students are challenged to probe deeply into those areas which interest them most. They are encouraged to try their hand at painting or sketching. In addition, many of the students have become so interested in the music studied

throughout the program that they have learned to play ukeleles and guitars and have written musical scores for their original plays.

A significant addition to the American Studies program in its second year of operation was the inclusion of a unit on cinematography. The primary objective of this phase of the program, which was taught by the supervisors of educational media from the Central Office instructional staff, was to provide opportunities for the students to learn the art of film-making. The culminating activity in this unit of work was an American Studies Film Festival which engendered a tremendous amount of enthusiasm.

The success of the American Studies humanities program can be attributed to a team of enthusiastic teachers who know how to involve their students. Armed with inquiring minds and critical, as well as creative thinking skills, hopefully, these students will seek answers to problems relevant to their everyday lives by relating to solutions to similar problems in the past. Having studied in depth the cultural arts, philosophies, and societal patterns of the "good man" throughout American history and having examined his successes and failures in historical perspective, these students should reach more objective and more meaningful solutions to their own problems.

Howard W. Kidd,
Senior High School Coordinator

ACKNOWLEDGMENTS

The following persons contributed to the success of the American Studies humanities program at the Istrouma Senior High School: Dr. John D. Greene, Director of Instruction; Mr. Howard W. Kidd, Senior High School Coordinator; Mr. Charles J. Gilbert, Mr. John E. Fitzpatrick, and Dr. Donald L. Hoover, Curriculum Study and Improvement Project Directors; Mrs. Ava Ulmer, East Baton Rouge Parish Art Supervisor; Miss Mary Lee Guillot, Mrs. Mary Clare Skaggs, Mrs. Betty Addison, and Mrs. Doris Zagami, humanities teaching team; Mr. Richard Melvin, humanities consultant; Mr. Ellis A. Brown, Principal, Istrouma Senior High School; Mr. Thomas Hollimon and Mr. Marvin Stewart, Assistant Principals for Instruction, Istrouma High School; Mrs. Helen Fleming, Mrs. Sue Loup, and Mrs. Harriet Washington, Secretaries, Department of Instruction; Mrs. Margaret Lewis, Project Secretary; Mr. Murray I. Jones, Director, State and Federal Education Projects; Mrs. Agnes Pecue, Secretary to Mr. Jones; and Miss Rose Thomas and Miss Jene' Leclercq, N.Y.C. Office Aides.

A special word of gratitude is due Dr. Charles R. Keller, Director Emeritus of the John Hay Fellows Program in the Humanities, and to Mr. Marion Sloane, Consultant in Humanities and Secondary Language Arts, Encyclopaedia Britannica, for their interest and encouragement.

(Dr.) Helen Brown, Supervisor
Senior High School English and
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East Baton Rouge Parish Schools

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FOREWORD

This guide is an outgrowth of a system-wide E.S.E.A. Title III Curriculum Study and Improvement Project initiated by the East Baton Rouge Parish School Board in September, 1968. Many committees functioned as a part of this project, and among them was a Humanities Committee whose membership included lay people, school administrators, college teachers, classroom teachers, and students. Central office supervisory staff worked with all committees in an advisory capacity.

The Humanities Committee met regularly throughout the year in an effort to determine the objectives of a humanities program and to discuss the merits of such a program. On several occasions, committee members visited secondary English, social studies, music, and art classes in the parish school system. The purpose of these visits was to enable committee members to see the possibilities of curricular enrichment through the addition of the humanities approach to teaching.

Following a full year of study and planning, a number of projects were submitted to the Curriculum Study and Improvement Project Steering Committee for consideration for implementation in the schools of East Baton Rouge Parish. Among those programs approved by the Steering Committee and recommended for implementation in the schools of East Baton Rouge Parish was the American Studies Humanities program.

Having decided that the best approach for teaching the humanities at the senior high school level is an interdisciplinary one through the disciplines of American history, literature, art, and music, the committee members left the responsibility of writing the American Studies curriculum to the team of teachers designated to work with the program in a particular school. The curriculum, therefore, was prepared by the humanities team at the Istrouma Senior High School, Baton Rouge, Louisiana. This guide contains an outline of the general objectives for each of the six units of work planned for the year as well as some of the activities, materials, and resources used to achieve the stated objectives. Even though the course was designed to meet the needs of the students at Istrouma Senior High School, it can be adapted to other senior high schools where there is an interest in and a need for the humane aspects of education.

Special commendation is due the Istrouma High School Humanities team who gave so untiringly of their efforts to see the American Studies program through two extremely successful years of operation. In addition, sincere appreciation is hereby expressed to the administration of the school without whose cooperation this program could not have been a success.

Robert J. Aertker

Robert J. Aertker, Superintendent
East Baton Rouge Parish Schools

INTRODUCTION

The American Studies course incorporates the four disciplines of art, music, literature, and history. Emphasis is on man, naturally, and in particular on American man. The four disciplines are interrelated so that the student is constantly aware that man's ideas and attitudes are expressed at any given time through his literature, his architecture, his art and music, his political and social philosophy, and his style of living.

In planning the course, the first thing that the team did was to formulate overall objectives for the course. After much background reading on the humanities and discussion, several overall objectives were selected.

These were:

1. to stimulate students to seek answers to problems from within themselves by relating to problems and situations that have been solved in the past;

2. to develop within the students an understanding of various cultural and societal patterns which have existed within given periods of United States history;

3. in connection with the above, to aid the students in defining their own values more clearly by developing an understanding of values cherished throughout America's history;

4. to enhance student understanding and appreciation of the interdependence and interaction existing among art, music, the social sciences, and the language arts;

5. to develop in students the ability to appreciate and criticize discriminately those products of man which exhalt his spirit and give dignity to his life.

The next step was to determine what the course would encompass and emphasize. The team chose both a thematic and a chronological approach.

The theme chosen was "The Good Man in America." It was felt that the team could more effectively underline and present the theme by choosing periods in American history which served to so influence American man that the ideas, actions, and accomplishments of the period are still found, in some form, in our culture today. The men and periods chosen were the following:

1. Renaissance man -- who, though not American, so influenced the Western world that our ideas, attitudes, philosophy, and even the responsibility for settlement originated with him. This unit serves to set the background for the course;

2. Puritan man -- whose ideas or morality have been responsible for most American values and ethics throughout the years. Surprisingly, the students enjoyed this unit much more than the team anticipated and could easily see the Puritan influence on society;

3. The New American -- men such as Jefferson, Adams, Hamilton -- our great political thinkers who developed the democratic form of government. This period spotlights particularly the Revolutionary and early Federalist periods and gives the students a good opportunity to study something about earlier revolutionary movements as well as those of modern day;

4. Frontier Man -- to whom the American character owes such a tremendous debt. Emphasis is on the period from approximately 1830 onward to the close of the nineteenth century. The unit is also a favorite with the students and is enhanced with the wealth of materials that is available to the teacher;

5. Disillusioned Man -- originally planned as two separate units, these two periods (that of the 1920's and 1930's, up to the start of World War II) have much in common --

that is, that American man had lost his idealism and lived with disillusionment which he showed in a variety of ways. This unit serves to emphasize also the idea that the changing ideas of morality and social values parallel the social ferment of the 1960's;

6. Contemporary Man -- for obvious reasons.

Once the approach had been decided, the next step was to formulate the ideas that the team wished to use as a continuing emphasis throughout the year for each unit. The following were agreed upon:

1. What were the beliefs of the "Good Man" of the period in American history under study?

2. How did the "Good Man" act in accordance with his beliefs, particularly insofar as the moral, religious, political, and cultural were concerned?

3. What qualities of the "Good Man" of each period studied are relevant to contemporary man's attitudes and problems?

4. How and why have certain ideas and attitudes changed?

From this point, materials could be chosen for each unit. This in itself was a time-consuming job but one which was necessary.

Insofar as the mechanics of the course were concerned, it was decided that there would be sixty students in the class, scheduled for a two-hour block of time. The students can be divided into two groups and given separate class instruction for one or two hours whenever necessary. The art and music teachers are available at first hour only, so all art and music instruction takes place at this time. Each student receives two credits -- one each in English III and American history. All are eleventh grade students, chosen by the guidance department to form a

supposedly average class. By this is meant that one quarter of the students were "A" students, one quarter "B" students, another fourth were "C" students, and the remainder were "D" students. They are chosen on the basis of past performance, along with certain test scores. All had the choice of accepting or refusing membership in the class.

UNIT ONE
RENAISSANCE MAN
(Approximately three weeks)

I. Objectives

1. To demonstrate how Renaissance man influenced the discovery and settlement of the New World;
2. To trace the development of the idea of man's importance;
3. To show how our culture, even in the present day, is affected by the Renaissance.

II. Suggested Activities

Large Group - introduction and discussion of films

lecture on polyphonics and its relation to music of the period

singing of rounds as demonstration of polyphonics

Small Group - individual research and reports on dress, customs, architecture, and religious practices of the period

individual research and reports on political ideas prevailing at the time, and/or political leaders of the time

individual research and reports on various interpretations of Utopia

III. Materials and Resources

Books: Man for All Seasons by Robert Bolt

Utopia by Thomas More

The Renaissance by Pater

The Prince by Nicolo Machaivelli

Films: "Renaissance Man" (also entitled "The Recognition of Man")

"Art of the Western World"

"The Agony and the Ecstasy"

Filmstrips: "The Protestant Reformation" (Life)

"Our Heritage From the Renaissance" (McGraw-Hill)

"An Audio-Visual History of Music" (Part I) record included

IV. Summary: Renaissance Man

In order to introduce the students to the humanities approach to teaching American history and literature, the team members felt that a look into Renaissance times would be beneficial. In this unit, the student can be made to see clearly the interdependence of all four disciplines involved in the course in explaining man's attitudes and emotions, and can start to gain an appreciation of the importance of art and music to man's emotional life. The unit, as well, serves to demonstrate the development of an idea which underlies American thinking through history -- that of the importance of man as an individual who possesses integrity and dignity.

To emphasize this main idea, the students were asked to read and evaluate the ideas found in A Man For All Seasons. This led to discussions and readings about other men of the Renaissance, such as Machiavelli, Martin Luther, and Michaelangelo. The art film entitled "Michaelangelo" not only introduced the students to some of the greatest in sculpture and art, but also reinforced the concepts

concerning the good man of that period. Another film, "The Recognition of Man" also displayed portraiture of the Renaissance period as it traced the development of the idea of man's importance.

Discussion and research by the students reinforced the ideas presented in the readings and films. As a culminating activity, however, the students worked on individual projects in which they presented findings on new ideas of the Renaissance period that have influenced American thinking through the years, and also viewed the film "The Agony and the Ecstasy," which portrays man's struggle to assert his true beliefs.

UNIT TWO
PURITAN MAN
(Approximately four weeks)

I. Objectives

1. To give insight into everyday life of the Puritans, particularly as affected by their religious beliefs;
2. To show the extent that Puritan influence has on today's religious, educational, and govermental practices.

II. Suggested Activities

Large Group - Interpretive Readings from The Crucible

Puritan Church service

Small Group - Research and reproduction of Puritan artifacts

Presentation, on film or live, of a drama that is written, acted, and directed by the students, portraying problems shared by Puritan and contemporary man

III. Materials and Resources

Books: The Crucible by Arthur Miller

The Puritan Heritage: America's Roots in the Bible by Caer

Selected writings from Puritan times from Vol. I of the Singer-Random House American Literature Series

Films: "The Puritan Witchcraft Trials"

Filmstrips: "America's Arts and Skills: The Practical World of the Colonists" Part I (Life Filmstrips)

"Living in Early Plymouth, Massachusetts" (Instructional Resource Center)

IV. Summary: Puritan Man

One of the most pleasant surprises in this program was the reception our students gave to the unit on Puritan Man. Because they were so enthusiastic, the original plan to spend only four or five weeks on this period had to be abandoned, with some of the work carrying over into the next unit.

The Puritan Heritage: America's Roots in the Bible proved to be an excellent selection for recreating this time in history and for emphasizing the importance of religion in the everyday lives of these people. The study of primary sources, William Bradford's History of the Plimmoth Plantation, Winthrop's Journal, Anne Bradstreet's poetry, Jonathan Edwards' diary, sermons, and meditations reinforced these general concepts with illustrations and examples. The art teacher stressed the utilitarian purposes of Puritan art, discussing their utensils and other household items. The music, of course, was primarily church music with some discussion and illustration of the simple folk ballads that were also popular at the time. The students got a good taste of what it was like to be a Puritan on the day that we conducted a Puritan church service. They sang the "Old Hundredth" and had to sit in attentive silence while our "minister," complete with black robe, preached all of Jonathan Edwards' "Sinners in the Hands of an Angry God" to them.

Working in individual classrooms, the classes read The Crucible by Arthur Miller, reproduced artifacts from that period, and continued reading The Puritan Heritage and Saints and Strangers,

another excellent resource book. After seeing the film "The Salem Witchcraft Trials," they began work on a creative project of their own. Through general discussion they isolated the basic problems and theme presented in The Crucible and decided to write a play in which these same problems were handled in a contemporary setting -- the one they know best -- and imaginary high school. At this point they divided into four groups: one for writing the script; one for handling the lights, cameras, and props; one for costuming, make-up, and art work; and one for preparing the music for the film. After writing the script, the students selected their own director and his assistants and conducted try-outs. The selection of the cast was left to the director and his assistants, and the teachers voiced opinions only when they were asked for them. Making their script into a movie was a fascinating and challenging project for all of us. Every class member was actively involved in one or more ways. The film turned out remarkably well, especially considering the fact that the teachers knew nothing about film-making. Perhaps it was this intense involvement that made Puritan Man and Putitan times very interesting and very much alive for the students throughout the study of this unit.

UNIT THREE
NEW AMERICAN MAN
(Approximately four weeks)

I. Objectives

1. To give an overview of the development of our new nation;

2. To investigate the political philosophies that were responsible for the American experiment;

3. To reinforce appreciation for American democratic ideas.

II. Suggested Activities

Large Group - An interpretation of music of the period presented by the music teacher with the accent on war ballads and patriotic songs of the period

Group singing of modern ballads which parallel songs of the period

Discussion of American painters of the period as well as discussion of attitudes of American life that the pictures mirror

Presentation of work done in small groups as listed below

Small Group - A panel discussion on freedom and the American character

Research concerning causes and effects of revolutions

Preparation of presentation of "Listen to the People," by Stephen V. Benet, and "The People, Yes, the People," a choral reading

Panel discussion on the ideas of American philosophers

Research emphasizing the ideas of great writers and their opinions concerning the justice of revolution, and how these ideas can be related to the American Revolution

Presentation on opaque on styles of architecture, furniture, utensils, and ornaments of the period

Preparation of individual essays comparing personal feelings on war with those of deCrevecouer as found in excerpts from Letters From an American Farmer

III. Materials and Resources

Books: Basic Documents in American History by Samuel B. Morris

Democracy in America by Alexis de Tocqueville

Autobiography by Benjamin Franklin

Vol. I of the Singer-Random-House American Literature Series

Federalist Papers Hamilton, Jay, Madison

Films: "Plato's Apology"

"Aristotle's Ethics"

Filmstrips: "An Audio-Visual History of American Literature" Part I

Records: "Songs of the Revolution"

Slides and Tapes: Washington Square Tapes - "The American Painters"

IV. Summary: New American Man

No investigation of American man is complete without an in-depth study of the concept of revolution and how this concept affected American thought in the past and how it affects it today. Thus, while presentation to the student emphasized the idea of revolution, the American Studies team also attempted to inculcate the philosophies which underlie basic American democratic thought, particularly in regard to the establishment of the independent American nation. A study of this period is particularly important in order for the student to have a basic understanding

of the philosophy behind the Constitution of the United States, and an appreciation of the men who developed the early United States and made it great.

To emphasize these ideas, the team made use of readings, films, and records, but relied mainly on the discussion and interaction of the students themselves, who saw many parallels with the ideas of the founding fathers and young people of today.

Emphasis by the history teacher was placed on the writings of Alexis de Tocqueville, in order to give the student an appreciation of how American democratic ideas of the revolutionary period were put into effect. At the same time, the good man of the period, Benjamin Franklin, was studied in literature class so that the student could observe how the values of the early American man were put into practice.

Though the unit was a relatively short one, the students were given art and music instruction. Revolutionary war ballads, songs of the common man, portraits of leading Americans, and discussions of early American antiques were presented to the students to give an overall view of the developing culture of the new United States. As a result of this unit the student gained some insight into the attitudes of the revolutionary American, which carried to the West and made the frontier man the unique individual that he was.

UNIT FOUR
FRONTIER MAN
(Approximately five weeks)

I. Objectives

1. To gain an appreciation of the attitudes that have made the American unique;
2. To determine the effect that the Western Movement has had on American political, social, and cultural thought.

II. Suggested Activities

Large Group - introduction and discussion of films
presentation of western ballads by students
large group singing
square dancing

Small Group - Research and reproduction of Indian artifacts
individual compositions on Frederick Jackson Turner's frontier thesis

III. Materials and Resources

Books: The Way West by A. B. Guthrie, Jr.

Huckleberry Finn by Mark Twain

The Oregon Trail by Francis Parkman

Democracy in America by Alexis de Toqueville

The Pioneer vs. the Wilderness by Scholastic Magazines, Inc.

The Leader of the People and Other Selected Short Stories by John Steinbeck

Films: "The Settlement of the Great Plains"

"The Ox-Bow Incident"

"Huckleberry Finn"

"Huckleberry Finn: Encyclopaedia Britannica Series of 3 films"

"The Loon's Necklace"

Filmstrips: "Cowboys, Homesteaders, and Outlaws" from How the West Was Won series (Life)

Audio-Visual History of American Literature, Part 5, "The Rise of Realism"

IV. Summary: Frontier Man

To a group of students who have grown up watching westerns on television, a unit on frontier man might seem repetitious. However, years of western watching have formed a glamorous picture in the minds of the young, and it was felt that perhaps they did not truly appreciate the role that the frontier played in American society. Thus, a unit of approximately five weeks in length was introduced in order to aid the student in gaining insight into the world of the pioneers.

The introduction to the unit included a reading of Frederick Jackson Turner's theory which emphasized that the frontier made the American unique. After reading excerpts and discussing the theory, the students were asked to judge the validity of Turner's theory. (Most agreed with Turner, by the way, and felt that American qualities of independence and individualism were a direct result of the frontier.) In other words, in keeping with the new ideas in the social studies, students became amateur historians, weighing evidence and trying to reach valid conclusions. Included in the [illegible] also was a map exercise of the frontier

limits at given time periods and several readings and discussions on the vertical and horizontal development of the frontier. Also, through readings in The Way West, Huckelberry Finn, and several other selections, the students discussed ideas of western man as compared to ideas and attitudes of contemporary man.

The unit, because of the wealth of material, lends itself well to audio-visual aids and a variety of activities. For example, students learned to sing a large number of western folk ballads, ranging from "Barbara Allen" to "O! Susannah!" and compared them to folk ballads of earlier units and to those of present day as to theme and content. Some of the students learned square dances and performed them for the rest of the group, and as a culminating activity the students saw and discussed the award-winning film, "The Ox-Bow Incident." Surprisingly, all agreed that movies such as "Incident" were some of the most enjoyable they had seen and were often superior to most present day movies.

Because of the short length of the unit, many aspects of frontier life were necessarily ignored. However, the students did gain an insight into many motives that moved the American frontiersman and traced the development of many attitudes and characteristics that have defined the American.

UNIT FIVE
DISILLUSIONED MAN
(Approximately nine weeks)

I. Objectives

1. To trace the change in American thought from idealism to disillusionment;
2. To show the social and moral changes which took place that are still evident in our society;
3. To illustrate the similarities between the "20's" and "60's";
4. To familiarize the students with economic concepts dealing with the depression, stock market crash, and recovery;
5. To make the student more aware of literature as a record of social conditions.

II. Suggested Activities

Large Group - Lecture on jazz (Skitch Henderson - see summary)

jazz demonstration by Harry Evans

explanation of jazz technique through lecture and records by music teacher

lesson in ukulele playing using songs of the "20's"

Charleston demonstration

Flapper Day

introduction and discussion of films

art lecture and demonstration

Small Group - preparation of collages depicting social changes of the "20's"

preparation and presentation of a plat illustrating the effects of the depression

presentation of report on styles of the "20's" and "30's", illustrated by drawings on overhead projector

report on stock market and how it operates

research on the "New Deal" followed by class discussion on recovery, relief, and reform measures

illustrated report on the rise of Adolph Hitler and the Nazi party

presentation of loops for class viewing and discussion

selection of poems reflecting spirit of idealism or disillusionment

III. Materials and Resources

Books: Only Yesterday by Frederick L. Allen

Since Yesterday by Frederick L. Allen

The Great Depression by David Shannon (ed.)

Six Stories of the Jazz Age by F. Scott Fitzgerald

Short Stories

Poems

Films: "And Away We Go"

"The American Woman in the Twentieth Century"

"The Grapes of Wrath"

"Intolerance" (silent)

Filmstrips: "The Roaring Twenties" (McGraw-Hill)

"World War I" (McGraw-Hill)

"The Great Gatsby" (Brunswick)

Records: "The Great Gatsby"

"I Can Hear It Now" (1919-1930)

"Dust Bowl Ballads"

"Moonshine and Prohibition"

"I Can Hear It Now" (1931-1940)

"What Is Jazz" Leonard Bernstein Series

IV. Summary: Disillusioned Man

The unit on Idealism and Disillusionment covered the historical period from 1900 to the beginning of World War II, and we allotted nine weeks to cover this period. Although the unit is called "Disillusioned Man," we planned from the beginning to discuss both idealism and disillusionment since it is the idealistic person who is most susceptible to disillusionment.

This was an extremely interesting unit of study for our students, one about which they had little previous knowledge. They had heard of the "Roaring "20's," of course, as they had heard of the depression, but their knowledge of those particular eras in American history was rather superficial. The wealth of really good available material, the numerous parallels that can be drawn between that time and our own, and the variety of activities in which students can become involved make this an especially interesting and challenging unit to teach.

For background materials on the "20's" and "30's", the classes studied two excellent contemporary histories by Frederick L. Allen, Only Yesterday and Since Yesterday. Both books are

written in a manner that is very appealing to young people. They also found The Great Depression very interesting and informative. While they were reading Only Yesterday in history, they were reading two books by F. Scott Fitzgerald, Six Stories of the Jazz Age and The Great Gatsby, in English class. When they began studying the depression in history class, they began working on the poetry of disillusionment in English class. Students working in groups searched poetry anthologies for poems illustrating idealism and disillusionment and presented these, with pictures they had also selected, to the teacher to be worked into a unit on poetry. After they had finished their group work in English, they had additional group work in history class, dividing to write one-act plays based on information gathered from The Great Depression and on the problems presented in that documentary.

The music part of the program was very important to the success of this unit. Several large class meetings were devoted to films, records, lectures, and demonstrations of jazz. The parish music supervisor, a jazz expert, presented an outstanding lecture/demonstration on the principles of jazz. Our students were fortunate enough to have Skitch Henderson talk to them for two hours on jazz and the similarities between jazz and rock. Some of the class learned to play the ukulele, and many others learned to dance the Charleston.

Not as much time was devoted to art in this unit as in

others, but many students worked with the art teacher learning to make collages reflecting idealism, disillusionment, life during the "20's", and life during the depression. The collages were used to decorate the rooms during the time we were working on this unit.

Our last large group meeting on Disillusioned Man was devoted to the film "The Grapes of Wrath." This film reinforced concepts already discussed and debated about the depression years and gave the students an opportunity to identify closely with people who had lived through experiences about which the students had studied.

UNIT SIX
CONTEMPORARY MAN
(Approximately nine weeks)

I. Objectives

1. To determine what students consider the major problems facing contemporary man;
2. To apply the values and criteria of the good man of past ages to the contemporary man and period;
3. To encourage students to draw on their knowledge of the past to identify similarities in the problems common to man in all ages;
4. To focus attention on problems and social conditions peculiar to the 1970's;
5. To encourage students to apply humanitarian principles in searching for solutions to contemporary problems.

II. Suggested Activities

Large Group - introduction, presentation, and discussion of films

dramatization of portions of Hiroshima and Diary of a Young Girl

panel discussion on causes and justification of war

presentation of war ballads throughout American history

art presentation on contemporary art

field trip to Delgado Museum in New Orleans to view contemporary art

speaker from East Baton Rouge Parish Sheriff's Office -- lecture and film on drug use and abuse

evaluation by students of year's program

Small group - preparation of dramatized selections from novels and preparation and research on war for panel discussion

individual discussions on readings from Drug Awareness

debate on legalization of marijuana

III. Materials and Resources

Books: Diary of a Young Girl by Anne Frank

Hiroshima by John Hershey

On the Beach by Nevil Shute

Drug Awareness by Richard E. Horman and Allan M. Fox (ed.)

The Hidden Persuaders by Vance Packard

The Vanishing Adolescent by Edgar Friedenberg

The Silent Spring by Rachel Carlson

The Ugly American by W. J. Lederer and E. Burdick

Advise and Consent by Allen Drury

Anthem by Ayn Rand

Cry the Beloved Country by Alan Paton

Films: "The Hat"

"Very Nice, Very Nice"

"The Man in the Gray Flannel Suit"

"Stalag 17"

"The Rise and Fall of the Third Reich"

Records: John F. Kennedy - Inaugural Address

Selected records by contemporary artists on relevant themes

Tapes: American Heritage - World War II

IV. Summary: Contemporary Man

The success of a humanities program must be gauged by the ability of the students to apply knowledge they have absorbed from the study of men of the past and their problems, to the problems of contemporary society.

During this last unit, for which we allowed nine weeks, our students were asked to select the problems which seemed to pose the greatest threat to our society and to search for solutions, or at least for consolation, in their knowledge of the past.

Since most of the young men were nearing draft age, the most pressing problem to them was war. They called on research done during the study of the Revolutionary War period to explore the causes and justification for war. They were asked to apply this knowledge to the causes of World War II and American involvement in Southeast Asia. They also explored the effects of war on the socio-economic life of a nation and on the lives of ordinary individuals. The Diary of a Young Girl. Hiroshima, selections from Mein Kampf and Appeasement in the "30's" created an awareness of what war is really like in the students to whom World War II is ancient history. The Diary of a Young Girl also opened the way for excellent discussion of the results of any philosophy which asserts the natural superiority of one race or ethnic group over another. On the Beach stimulated discussion of the consequences of total war in a nuclear age. On the other

hand, Anthem restated ideas which appeared common to our "good man" of all ages --that loss of personal freedom is too great a price to pay for peace and that some "solutions" are worse than death or war. Student reception of the material in this unit was especially enthusiastic, and many class hours were spent in discussion of the American position in Southeast Asia.

The relevancy of the drug issue among young people made drug use and abuse the second most important contemporary problem to our students. Drug Awareness, an objective and authoritative resource book on this topic, gave the students factual information to guide their discussions. Articles from periodicals, films, and lectures offered additional information.

Since we had more material than we could possibly present to all of the students at one time, they were free to read and study in those areas that seemed especially important to them. Some were more interested in race relations; others in ecology; still others in the image of this country abroad.

Obviously, high school juniors were not able to offer solutions to the problems which have plagued mankind throughout history, but they did seem to have an awareness of man's role in creating those problems and of man's ability to cope with them.

The art and music presentations were effective in illustrating the effect of social conditions on the creative arts.

MATERIALS AND RESOURCES

(No attempt has been made to group materials in the order in which they were used during the course.)

I. Art Supplies

Art School Tested Bristle Brushes

Rub Gum Eraser Blocks

Kneaded Plastic Rubber Erasers

Wonder Dip-In Holders

Hunt Pen Points

Art Tissues

Red Scarlet Paint

Lemon Yellow Paint

Mint Green Paint

Baby Blue Paint

Lavender Paint

Black Light Vical Latex Paint, Visible Colors

Color #201

Color #202

Color #203

Color #204

Prang Water Color Sets

Refills - Half Pan Trays to include colors: black, brown, blue, green, orange, red, violet, yellow

Layout Pencils

Liquid Latex

Aquatec Acrylic Paint sets

Guitar Pastel Oils

Crowquill Pen Holders

Crowquill Pens

Alphatone Paper

Colored Transparent Marking Pencils

Plastic Envelopes

Vis-a-Vis Visual Aids Pens

Clear Transparency Film

Mounting Frames

II. Books for Student Use

Adams, A.. Log of a Cowboy: A Narrative of the Old Southwest

Adoff, Arnold (Ed.). I Am the Darker Brother: An Anthology of Modern Poetry by Negro Americans

Agee, James. Let Us Now Praise Famous Men

Allen, Frederick L. Only Yesterday

Allen, Frederick L. Since Yesterday

Aristotle, (Justin D. Kaplan, Ed.). The Pocket Aristotle

Aquinas, Thomas (Vernon J. Bourke, Ed.). The Pocket Aquinas

Barraclough, Geoffrey. An Introduction to Contemporary History

Beloff, M. Thomas Jefferson and American Democracy

Bernstein, Richard J. John Dewey

Billington, Ray A. The Far Western Frontier: 1830-1860

Boarstin, Daniel. The American: The National Experience

Brown, Stuart Gerry. Thomas Jefferson

Burckhardt. Civilization of the Renaissance in Italy

Burdick. The Ugly American

Carson, R. The Silent Spring

Clark, J. J. and J. J. Woodward. Success in America

Cohen, Henning and Dillingham. Humor of the Old Southwest

Coit, M. John C. Calhoun

Commins, Saxe and Robert N. Linscott (Eds.). Man and the Universe: The Philosophers of Science

Commins, Saxe and Robert N. Linscott (Eds.). Man and the States: The Political Philosophers

Commins, Saxe and Robert N. Linscott (Eds.). The Social Philosophers

Commins, Saxe and Robert N. Linscott (Eds.). The Speculative Philosophers

Conot, R. Rivers of Blood, Years of Darkness

Cooley, Charles Horton, Social Organization: The Life of the Larger Mind

Corrigan, R. W.. Masterpieces of British Drama for 20th Century

deToqueville, Alexis. Democracy in America

Dooley, T. A. Doctor Tom Dooley: My Story

Drury. Advise and Consent

Durant, Will. The Pleasures of Philosophy: An Attempt At A Consistent Philosophy of Life

Eliot, Thomas S. The Wasteland and Other Poems

Emerson, Ralph Waldo. Selected Essays, Lectures and Poems

Farrand, Max. The Framing of the Constitution of the United States

Fitzgerald, F. Scott. The Great Gatsby

Fitzgerald, F. Scott. Six Stories of the Jazz Age

Frank, Anne. Diary of a Young Girl

Franklin, Benjamin. Autobiography

Friedenberg, Edgar. Coming of Age, Vol. II

Friedenberg, Edgar. The Vanishing Adolescent

Frost, S. E. R. Basic Teachings of the Great Philosophers

Galbraith, John K. The Affluent Society

Gilbert, M. Churchill

Gladwin. Poverty, U.S.A.

Goer. The Puritan Heritage: America's Roots in the Bible

Golding, William. The Inheritors

Goldman, E. F. The Crucial Decade and After-America: 1945-1960

Gunther, J. Death Be Not Proud

Guthrie, A. B., Jr. The Way West

Hamilton, Jay and Madison. The Federalist Papers

Hershey, John. Hiroshima

Hanscom, Hellerman, Pasner (Eds.). Reading in Medieval and Early Modern History From Voices of the Past

Hitler, Adolph. Mein Kampf

Hough, Emerson. The Covered Wagon

Huxley, Aldous. Brave New World

Huxley, Aldous. Brave New World Revisited

Jaffe, H. (Ed.). 20,000 Years of World Painting

Janson, H. W. History of Art

Jefferson, Thomas. Autobiography of Thomas Jefferson

Jenson, Merrill. The Articles of Confederation: An Interpretation

Kaplan, Justin D. (Ed.). Dialogues of Plato

Kennedy, John F. Profiles in Courage

King, Martin L. I Have A Dream

King, Martin L. Why We Can't Wait

Lederer. A Nation of Sheep

Lewis, Sinclair. Elmer Gantry

Machiavelli. The Prince

McLuhan, H. M. Understanding Media

Marx, Karl F. and F. Engels. The Communist Manifesto

Miller, Arthur. The Crucible

Miller, John C. The First Frontier: Life In Colonial America

Mills, John Stuart. Six Great Humanistic Essays of John Stuart Mills

Moore, Richard B. The Basic Ideas of Alexander Hamilton

More, Thomas. Utopia

Morris, Richard B. Basic Documents in American History

Motley, Willard. Knock On Any Door

Mowry, G. E. (Ed.). The Twenties: Fords, Flappers and Fanatics

Nash, G. D. Franklin D. Roosevelt

Nenina, Allen, and Henry Steele Commager. A Pocket History of the United States

Nye, Russell B. The Cultural Life of the New Nation

Nordhoff, Charles. The Communistic Societies of the United States

Packard, Vance. The Hidden Persuaders

Padover, Simon K. Jefferson

Parkes and Wyndham. The Outward Urge

Parkman, Francis. The Oregon Trail

Parrington, Vernon. Main Currents in American Thought, Vol. I

Parrington, Vernon. Main Currents in American Thought, Vol. II

Paton, Alan. Cry, the Beloved Country

Peterson, Houston and James Bagley (Eds.). Essays in Philosophy

Pyle, Ernie. Brave Men

Rand, Ayn. Anthem

Rand, Ayn. Atlas Shrugged

Reinfield, F. Trappers of the Old West

Rigby, T. H. Stalin

Schlesinger, Arthur E. The Coming of the New Deal

Schlesinger, Arthur E. Crisis of the Old Order: 1919-1933

Schlesinger, Arthur E. A Thousand Days: John F. Kennedy in the White House

Shub, D. Lenin

Schultz, Anton (Ed.). Fine Art Reproductions of Old Modern Masters

Shute, N. On the Beach

Shannon, David A. The Great Depression

Sorenson, Ted C. Kennedy

Stern, Philip Van Doren. A Pocket Book of Modern Short Stories

Stone, Irving. The Agony and the Ecstacy

Thoreau, Henry D. Walden and Essays on Civil Disobedience

Twain, Mark. The Adventures of Huckleberry Finn

Van Deusen, G. The Life of Henry Clay

Volavkova, E. I Never Saw Another Butterfly

Warren, Robert P. All the King's Men

Wilder, Thornton. The Cabala

Williston, George F. Saints and Strangers

Woodard, William E. The Way Our People Lived

Wright. Culture on the Moving Frontier

Miscellaneous Books for Student and Teacher Use:

American Album

American Antiques - 1783-1860

The American Experience - Drama

The American Experience - Fiction

The American Experience - Nonfiction

The American Heritage Songbook

American Manners and Morals

The Civil War

Colonial Antiques

Florentine Art in the Golden Age

The Great West

How to Read A Narrative Poem

How to Read An Historical Novel

How to Read A One-Act Play

How to Read A Short Story

The Literature of America, Vol. I: Beginning, 1620-1685

The Making of the Nation

The Middle Ages

Modern Drama, Poetry and Essays, Vol. IV

Modern Fiction, Vol. III

The Pioneer Versus the Wilderness

The Presidency and the Presidents

The Renaissance

The Thirteen Colonies

Time Magazine: Time Capsule 1927

Time Magazine: Time Capsule 1929

Time Magazine: Time Capsule 1939

World War I

World War II

Books for Teacher Use:

Dudley, Louise, and Austin Faricy. The Humanities: Applied Ethics

Karel, Leon C. Avenues to the Arts

Machlis, Joseph. The Enjoyment of Music

Read, Herbert, Ed. The Book of Art

Rose, Barbara. American Art Since 1900

Ryan, Margaret. Teaching the Novel in Paperback

Miscellaneous Books for Teacher Use:

The American Experience - Poetry

Emerson: His Writings

How to Analyze Drama

How to Analyze Fiction

How to Analyze Poetry

Plato - The Republic and Selected Dialogues

The Responsible Man: The Insights of the Humanities

III. Films

Agony and the Ecstasy, The

And Away We Go!

American Woman in the 20th Century, The

Art of the Western World

Grapes of Wrath, The

Hat, The

Huck Finn

Humanities: What They Are, What They Do

Man In the Gray Flannel Suit, The

Ox-Bow Incident, The

Recognition of Man, The

Rise and Fall of the Third Reich, The

Stalag 17

Very Nice, Very Nice

Williamsburg, the Story of a Patriot

IV. Filmstrips

American History Series, Set Number 4

Americana: Part I - The Practical World of the Colonists

Cowboys, Homesteaders, and Outlaws

Daniel Boone, Opening of the Wilderness

Great Gatsby, The

Jefferson and Monticello

John Brown's Body

John Fitzgerald Kennedy: 35th President of the U.S.

Living in Early Plymouth, Massachusetts

Living in the Homes of Washington and Jefferson

Man With the Hoe

Michelangelo: The Sistine Chapel

Our Government Today: What Has It Grown Into?

Our Heritage from the Renaissance

Pony Express, The

Protestant Reformation, The

Riverboats and the Building of America

Rome: The Eternal City - Part IV "The Renaissance"

U. S. Economy in the World Today, The

World's Great Religions

World's Youth in Action, The

V. Filmstrips and Records

American Decade: The Sixties

An Audio-Visual History of American Literature

An Audio-Visual History of Music

God's Trombones

Landing of the Pilgrims

Our Independence and the Constitution

VI. Loops

Beginning of the Depression, The

Blitzkreig, The

Depression in the United States

Dust Bowl, The

Early Automobile

Early Ford Assembly Line, The

Hiroshima and Nagasaki

Liberation of Nazi Concentration Camps, The

New Deal, The

New Deal C.C.C., The

Normandy Invasion: D-Day

Pearl Harbor

Rise of the Nazi Party

Space Flight of Colonel John Glenn

U. S. Industrial Conversion to World War II

V-E Day

V-J Day

World War I: The Airplane

World War I: German Entry Into the War

World War I: German U-Boat Warfare

World War I: U. S. Entry Into the War

VII. Prints

Humanities Prints

Prairie Dwelling Poster Picture Set

Set of 10 Pictures & Teacher's Guide for Anne Frank

Set of 10 Pictures & Teacher's Guide for Cry, the Beloved Country

Set of 2 Pictures, Grapes of Wrath

Set of 10 Pictures, The Great Gatsby

Set of 5 Pictures, Hiroshima

Set of 10 Pictures, Huck Finn

Set of 10 Pictures, Man for All Seasons

Set of 5 Pictures and Teacher's Guide for 1984

Set of 2 Pictures, On the Beach

Set of 10 Pictures & Teacher's Guide, Our Town

Set of 10 Pictures, Ox-Bow Incident

History in Headlines, Series 1

History in Headlines, Series 2

Remington Posters

Prairie Dwelling Posters

Pioneering and Exploring, Series 1

Pioneering and Exploring, Series 2

Pioneering and Exploring, Series 3

Pioneering and Exploring, Series 4

Pioneering and Exploring, Series 5

Pioneering and Exploring, Series 6

Pioneering and Exploring, Series 14

Overland Trails West - Printed Originals

VIII. Records

Ben Franklin of Old Philadelphia

Ralph Waldo Emerson: Poems and Essays

Books and the Bad Life

American Philosopher

Franklin, Ben: The Art of Virtue

The Heart Speaks

Sherman, Ernest: The Wit and Wisdom of the Philosophers

Thoreau, Henry David: Walden

Listening Library: Historical Speeches

American Moonshine and Prohibition

Cajun Songs from Louisiana

Dust Bowl Ballads

Frontier Ballads

Songs From the Depression

Witches and War-Whoops

Bolt, Roger: A Man for All Seasons

Miller, Arthur: Death of a Salesman and The Crucible

Pilgrim Fathers - 4th Record of American History to WWII Series

Jazz, Volume 3 - New Orleans

Jazz, Volume 10 - Boogie Woogie, Jump and K.C.

Favorite Cowboy Songs

Ballads of the American Revolution

Songs of the Suffragettes

The New Freedom

Kennedy's Inaugural Address

History Music of the Great West

Great American Songs

World War I: Historic Music and Voices

Renaissance Dances

Sweet Charity

Renaissance Madrigals

Music Man

Organ in America

Early American Hymns

Historic Music of the Great West

25 Favorite Cowboy Songs

Great American Songs

What is Jazz?

Jazz Folkways

Songs of the Thirties

Songs of the Twenties

Blood, Sweat and Tears - Spinning Wheel

Turned on Bach

Swingle Singers

Westside Story

Firebird Suite

Jesu Joy of Man's Desiring

Songs of Stephen Foster

God of Our Fathers

IX. Reprints (Time-Life)

Greece: The Birth of Reason

Hemingway and Faulkner

Frost and Sandburg

Greece: Myths, Gods and Heroes

Gandhi: The Nonviolent Activist

The Struggle to Be An Individual

History of the English Language

Opening a New Land

Greece: The Golden Age

What is Existentialism

X. Slides

Colonial Period in New England

Famous Americans and Historical Events in Painting

The American City in the 20th Century

Problems of Modern America Reflected in the Arts

XI. Tapes

American Studies: Humanities in Music by Betty Addison

The Defense and Death of Socrates

Music of Early America

Sinners in the Hands of an Angry God recorded by Richard Melvin

Sounds of History narrated by Burgess Meredith

War Between the States recorded by Prescott Junior High School Students and Teachers

XII. Transparencies

Grouping of 26 English Units for Secondary Level

U. S. History - set of 6

XIII. Equipment List

35 mm. Carousel slide projectors

Trays for Projectors

Tape recorders

Loop Projectors, Technicolor 800

8 mm. silent movie camera

Opaque projector - Beseler Vu Lyte 3

Listening Centers

Record players

16 mm. projector

Filmstrip projector

Set World History Maps, No. 30 (A. J. Nystrom)

Sculptural Relief U. S. Map

Globes (16 inch Landmark IV/V - Rand-McNally)

Overhead projectors

Projector screens

Projection tables

EVALUATION

Throughout the year, teachers involved in the American Studies humanities project administered measuring instruments designed to obtain information about attitudes, appreciation, skills, and knowledge. Some of the questions could be answered objectively, whereas other questions elicited subjective response.

Generally speaking, when compared with students enrolled in the traditional English and American history classes, the humanities students performed equally as well in the areas of basic writing and speaking skills and in the acquisition of historical facts. On the other hand, the students enrolled in the traditional classes did not have the advantage of doing in-depth studies of the American man, his ideas, and changing philosophies, or of becoming involved in the study of the music and art characteristic of the different periods in the history of the American people. One can only conclude, therefore, that the American Studies humanities class with all activities evolving around man provided numerous learning experiences for these students that they would not have had otherwise.

From the teachers' standpoint, the team agrees that the following are advantages which have greatly added to their enjoyment in teaching the course:

1. working with a team provides a higher quality of instruction since each member contributes to the field in which he excels;

2. the learning situation provides a climate of relevance for student and teacher;
3. a relaxed atmosphere enables students and teachers to enjoy each other;
4. team work aids individual teachers in gaining a better understanding of students in the class, and the problems that they may have, since each teacher can provide fresh insight into student problems and their possible solutions;
5. students benefit from having four different teachers with divergent viewpoints and personalities;
6. incorporation of the four disciplines allows for a more dynamic, well-balanced program which has a broader appeal to students and teachers, and which allows for a freer exchange in the classroom;
7. and finally, the wide range of ideas and activities permits and encourages the use of many resource persons from the community who contribute greatly to student understanding.

The following attitudinal check-list was administered to students in the American Studies humanities class at the Istrouma Senior High School:

PLEASE CONSIDER EACH OF THE FOLLOWING QUESTIONS CAREFULLY. THEN CIRCLE THE MOST NEARLY ACCURATE ANSWER.

1. To what extent has this course encouraged you to examine your own life?

Greatly Somewhat Little Not at all

2. To what extent has this course encouraged you to examine your own values?

   Greatly Somewhat Little Not at all

3. To what extent has it changed your sense of values?

   Greatly Somewhat Little Not at all

4. To what extent has it changed your understanding of or attitude toward art?

   Greatly Somewhat Little Not at all

5. To what extent has it changed your understanding of or attitude toward music?

   Greatly Somewhat Little Not at all

6. To what extent has it changed your understanding of or attitude toward your fellow man?

   Greatly Somewhat Little Not at all

7. To what extent has it changed your understanding of or attitude toward yourself?

   Greatly Somewhat Little Not at all

8. To what extent has it changed your understanding of or attitude toward school?

   Greatly Somewhat Little Not at all

9. To what extent has it changed your understanding of or attitude toward the study of history?

   Greatly Somewhat Little Not at all

10. To what extent has it changed your understanding of or attitude toward the study of literature?

    Greatly Somewhat Little Not at all

11. To what extent do you think participation in this course will encourage you to visit an art gallery?

    Greatly Somewhat Little Not at all

12. To what extent do you think participation in this course will encourage you to attend a symphony or concert?

    Greatly Somewhat Little Not at all

13. To what extent do you think it will influence your thinking in the years after you have finished school?

    Greatly Somewhat Little Not at all

14. To what extent do you consider this course a good approach to the teaching/learning situation of a school?

    Greatly Somewhat Little Not at all

15. What area(s) do you consider to be the weak parts of this program?

    art literature history music

16. Check your reason(s) for considering this a weak area. If your reason is not included in the list, please write it in.

    Too much time devoted to it
    Too little time devoted to it
    Not enough depth
    Personal lack of interest in area under study
    Too much detail
    Uninteresting subject matter
    Uninteresting presentation

17. To what extent has your study of the problems of the past improved your ability to recognize and analyze problems

    a. that face you personally?

       Greatly Somewhat Little Not at all

    b. that face your community?

       Greatly Somewhat Little Not at all

    c. that face your school?

       Greatly Somewhat Little Not at all

    d. that face your state?

       Greatly Somewhat Little Not at all

    e. that face your nation?

       Greatly Somewhat Little Not at all

f. that face your world?

Greatly Somewhat Little Not at all

18. To what extent do you recommend continuing this program?

Greatly Somewhat Little Not at all

19. To what extent would you recommend enlarging this program?

a. to include more eleventh grade students?

Greatly Somewhat Little Not at all

b. to include tenth and twelfth grade students?

Greatly Somewhat Little Not at all

20. To what extent do you consider this program suited to students

a. of low academic ability?

Greatly Somewhat Little Not at all

b. of average academic ability?

Greatly Somewhat Little Not at all

c. of high academic ability?

Greatly Somewhat Little Not at all

d. of exceptional academic ability?

Greatly Somewhat Little Not at all

21. To what extent do you consider this program suited to your needs as a person?

Greatly Somewhat Little Not at all

22. To what extent do you consider this program suited to your needs as a student?

Greatly Somewhat Little Not at all

Students enrolled in the American Studies humanities class at the Istrouma Senior High School were asked to state in writing what they think about the "new" approach to teaching English III and American history. The following are verbatim excerpts from the evaluations written by some of the students.

This course can really help those students with any type of average. It's easier for those with low grades and more interesting to those with high grades. More than anything I enjoy the music portion of this course. Those with musical talent lead us and then we all get into the act. Its fun and we are also learning different types of music.

I had never really studyied music before and this was something new to me. I really enjoyed sitting and singing the songs of the period in which we studyied. This showed how the people enjoyed themselves, and the songs would also express how the people lived and felt. One good thing that I have really enjoyed is the tests. You don't have to go home and study half the night for a test. All you have to do is to be at school and listen. This I enjoy; I could go to school every year and not have to worry my head off about the tests. One other thing that is so good is that you don't have to cheet to get your grade you have a chance to do it on your own. There is no way you could fail all you have to do is listen, and anyone can do that.

I like it because it puts you somewhat on your on. This will let you discuss other people's problems or downfalls and then you can compare their problems with yours. This course has changed my mind about art. It never interested me before now. You learn a lot more than you would in the regular courses. This course makes the whole day worth while because you always have something to look forward to.

A few months ago if I would have looked at art like that which we have seen this year I would have turned up my nose at it. Now, I probably wouldn't sit up and look at pictures and study them for a long time but I would take notice of them.

First of all you don't have to be exceptionally good in a subject. By this I mean if you took art and you wasn't very good in drawing then you couldn't pass the subject. With this course you have the opportunity to learn in these subjects. There isn't a bunch of dates that you have to learn but the way they give it to you is why you want to learn it. I think that this year if I would have taken American History with just plain courses (without humanities class) that my teacher wouldn't have gone into as much depth. It's mainly because of the teachers. They approach you with better ideas.

My feelings toward myself have also changed. Now instead of always putting myself down, I try to put myself up equally with everyon else. I sort of understand the actions

I think that this course is about the best thing that has happened to Istrouma towards subject matter. I think we should have more of the music part of this program. It has really helped me like music more than I use too. You'd be surprised at the things I have learned just this year.

We have learned more about the fellow man because of the way it was taught. If I had the oppurtunity I would get into another course of this nature because it is interesting and fun.

I hope that I can use all the things that I have learned in this class when I graduate from school. I'm sure that I will use more just plain humanity than I will English or American History.

I enjoyed studying history more this way because we weren't just studying names and dates, but we were learning how the people lived and what the conditions were at these times. It has changed my attitude toward school because it has shown me that it can be fun to learn. I liked the feeling in the class room of this course. We felt more like friends and I enjoyed working in this situation and found it much easier to do good work. This program is very well suited to my needs as a student. I wish that we could have more like it.

It made me realize that I must strive to obtain my wants. The Humanities course made me appreciate my fellowman, myself, and my school.

I really didn't realize how interesting history or english could be. One of the biggest ideas I realized was the problems of yesterday and how they relate back to our world today. If I had this course offered to me as a senior student I would take it. I really hope that this class is enlarged to other grades.

This class makes the period we are studying at the time seem like yesterday and so real to us.

In this new course you get acquainted with a lot of people. Your attitude toward your fellow students changes. You work with each other and also help each other.

Man has worked and fought to make things the way they are today. I now realize how thankful I should be for all the wonderful things I have, both material and spiritual, which I often take for granted. Through the study of the problems of the past I am able to recognize and analyze the

problems of my school, community, state, nation, and world. I know that there will always be problems to face, and I have learned that they have been solved in the past and that in someway they will be solved today. My appreciation of the world around me has changed. I have learned to love and respect it in a different way. It has also helped me to enjoy coming to school, I really look forward to coming more than I ever have before. This course has helped me to see that teachers really understand us and our problems. The way of teaching provided brings us closer to our fellow students. I recommend highly the continuation of this program. I would love to be able to be a part of a program like this next year. In this course you learn a lot but you have fun doing it. I guess that's why I like it so much and that's why I have learned more in this class than I ever have in any other class I have ever been in.

The way our material is presented to us makes it easier to understand and remember. To sum it all up, it's a great course, we have greater teachers and it's the greatest idea they've come up with in a long time.

The Humanities course has encouraged me to a large extent to examine my own life. No other course could have done this. Before taking this course I never bothered about other people's feelings. Now I realize that they are the same as I am with the same feelings and emotions. This course has also shown us how men of other centuries went through many things that we are now going through. It showed us that they had some of the same values as we do. It has also helped me to understand what is happening in our world today. This course is also much better for students of all academic abilities but especially those of lower ability. It is a very interesting course and the student wants to take part. The teachers are an important factor in this course. They must be very open-minded and able to discuss almost anything. They must be able to cope with many situations and be very understanding. This course is the best course presented and should be open to everyone.

I understand now that our way of life has so much more to offer us than life offered those of the earlier period. Life has a lot to offer anyone if he will just look at it from more than just one point of view. He could not have gotton where he is today without working for it. This year while I was in humanities I saw that all the things that I took for granted should have been looked at in a more serious way. The course showed me that I have so much to be thankful for. I have learned about art. I never even paid any attention to any art, but now I sort of like to look at different types.

I could never draw either, but since I came into humanities I can at least draw something. I enjoy sitting and drawing anything. Music is the same way. I learned how to sing some folk songs, and I learned how to play a little bit on the ukelele. It has helped me to understand the way other people feel. It showed me that you can get along with so many different types of people and that you have to realize that everyone is not the same as the other person. The people what come to see us were also a lot of fun and interesting. This subject is good for a lot of reasons. It helps the students to get more out of what they do. I think the teachers and students will get closer together because I have with the ones that are teaching me.

The teachers do not force you to do anything you don't want to do. This gives us a sense of freedom that you do not get in other classes. We get to express our opinions on matters which would not normally be discussed in English or history. We discussed the values of the good man. We then compared the values of early American man. This made us think of our good and bad values. I didn't know anything about art at the beginning of the school year. I thought artists just painted what they saw, and there wasn't any particular way to paint. I found that I was mistaken. They paint what they feel, and there are many ways an artist may paint, like the different strokes of painting and also pointillism. I believe this particular course should be continued only if you get the right teachers.

I do not like art, but I do like to hear about the people who made the paintings and the way they painted. I would continue this course in all the grades of high school.

This course to me is one of the best I have taken in school. It lets you take a look at yourself and the other people around you. It has changed my feelings about art and history. And one of the biggest changes has been toward school itself. I have learned to appreiate my school and country more. In a regular classroom, you just sit there and rack your brains out over one subject, and then you really don't get involved because you don't know the teacher and students around you, and you are like an island. In this program you really get involved, and then you wan't to learn something. I think one of my biggest subject changes has been my art. At first I didn't like it because I didn't understand it, but now that I have had a chance to look at it, I like it as much as I like music.

The only thing I don't like about the course is that we are not going to be in it next year. Another reason I like

it is that it helps me personally. It helps me sit down and see who I am and what I am doing to contribute to the world.

I could express myself most of the time without being told to shutup.

I still don't like school any better than I did when I got in this class, but it has encouraged me to go on because I like The Humanities Course. I would like this program to continue because I feel it would help people in the future to understand themselves more and know why they do the things they do.

I have learned to appreciate people more in general. I think in this course you want to learn more because of the way it is taught. You learn more about why things were done rather than when they were done. You don't learn all those dates and things, so it makes it more interesting I think you learn to face problems more and learn to pinpoint them more because as we learn of other problems, we learn to describe our problems.

It helped us all to understand and help our fellow man if we could, when we could. It helped us to get along better with our friends, and to understand how they feel. It helped me to understand myself better, where I stand in life, and also what I want from life. I would strongly recommend this program, to 10th, 11th, & 12th graders, because it is just great. You get so much out of it. Most of all we all get along well, and have fun at the same time.

Anytime you see the mistakes of someone else and the consequences they suffer as a result of these mistakes, it makes you stop and consider that maybe it was what they believed in or what they'd been brought up to value as right or their way of doing things. This brings up the subject of your own mistakes, your own values. You start to ask yourself why you do -- because Mother says so? This doesn't have to be why. When you leave home new ideas take over. This is what the course helps to encourage -- a look into yourself. This course has changed my attitude towards art very much. I used to see pictures as just that -- pictures. Now I see them as a person's way of expressing his beliefs or the conditions he had to live in or his means of escape. Music, history, literature, my fellow man, and my school all now appear different to me. They used to be just what they are. Now they've taken on a new light. They are gifts to man. They are privileges, arts, skills. They are methods

of escape, instruction, display, entertainment. This course has helped to set off a chain of links of understanding, attempts to explore, and making means of setting things straight. I think this course should be enlarged to cover more of the standard subjects, such as science, math, speech, homemaking, and more. I think it should also be strengthened with even more student participation in art, music, literature, and history. It should also be inclusive of all levels of all school (grade school on up).